DOCUMENT RESUME

ED 472 415 CS 511 736

TITLE	Early Literacy Support: Top-Up Sessions. The National Literacy Strategy.
INSTITUTION	Department for Education and Skills, London (England).
REPORT NO	DfES-0281/2002
PUB DATE	2002-03-00
NOTE	38p.
AVAILABLE FROM	Department for Education and Skills (DfES), PROLOG, P.O. Box 5050, Sherwood Park, Annesley, Notts NG15 0DJ. Tel: 0845 6022260; Fax: 0845 6033360; e-mail: dfes@prolog.uk.com. For full text: http://www.standards.dfee.gov.uk/midbins/literacy/elstop-up.PDF.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	Class Activities; *Classroom Techniques; *Early Intervention; Educational Objectives; *Emergent Literacy; Foreign Countries; Learning Activities; Primary Education; Program Content; Sentences; *Young Children
IDENTIFIERS	Guided Readers; Guided Writing; *National Literacy Strategy (England); Words

ABSTRACT

These "Top-Up Sessions" are designed to provide support for children who have been included in England's Early Literacy Support (ELS) Programme and assessed through the ELS "Exit Strategy" and require some additional practice to consolidate skills and understanding. The objectives are the same as those for Weeks 9-12 (Sessions 41-60), using different texts as a focus to allow for the revising and application of skills and understanding in a new context. The arrangements for delivery of the sessions differ from the main ELS Intervention Programme. Twelve sessions are provided, to be run on the basis of three sessions per week for four weeks. Each week includes a Guided Reading session, a sentence level/high frequency word session and a Guided Writing session. The sequence of each "Top-Up" session is the same as that of the main ELS sessions. A brief overview of the "Top-Up" sessions is provided before the 4-week sessions are delineated. (NKA)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 472 415

Early Literacy Support:

Top-Up Sessions

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Printed by George Over Ltd. Rugby.
Extract from 'Stone Soup' by Alison Hawes. Reprinted by permission of Reed Publishers Oxford.

CS 511 736

BEST COPY AVAILABLE

Contents page

Introduction iii

Top-Up Sessions

Week 1 1

Week 2 8

Week 3 15

Week 4 22

Photocopy Masters ..... •

Introduction

- These sessions are designed to provide extra support for children who have been included in the ELS Programme and assessed through the ELS 'Exit Strategy' (see ELS Book p. 156) and require some additional practice in order to consolidate skills and understanding.

- The objectives are the same as those for Weeks 9-12 (Sessions 41-60), using different texts as a focus to allow for the revisiting and application of skills and understanding in a new context.

- The arrangements for delivery of the sessions differ from the main ELS Intervention Programme. Twelve sessions are provided, to be run on the basis of three sessions per week for four weeks. Each week includes a Guided Reading session, a sentence level / high frequency word session, and a Guided Writing session.

- The sequence of each 'Top-Up' session is the same as that of the main ELS sessions.

Overview of Early Literacy Support Top-Up Sessions

Week/ Session	Objectives	Focus / Suggested texts
1:1	**Word:** *PiP* Step 5, 6, 9 **Sentence:** 2, 5 **Reading:** 2, 5 **Writing:** 12, 13	Predictable and patterned text, e.g. *Terrible Tiger* by Julia Jarman (Rigby Star, ISBN 0433027738).
1:2		
1:3		
2:1	**Word:** *PiP* Step 5, 6, 9 **Sentence:** 2, 5 **Reading:** 2, 17, 19 **Writing:** 12, 25	Non-fiction, e.g. *Fun Things to Make and Do* by Rosie Casselden (Heinemann Discovery World, ISBN 0435094610).
2:2		
2:3		
3:1	**Word:** *PiP* Step 5, 6, 9 **Sentence:** 2, 5 **Reading:** 2, 5 **Writing:** 12, 13	Predictable and patterned text, e.g. *Where's my Teddy?* by Jez Alborough (Walker Books, ISBN 074453058X).
3:2		
3:3		
4:1	**Word:** *PiP* Step 5, 6, 9 **Sentence:** 2, 5 **Reading:** 2, 4, 5 **Writing:** 12, 14, 16	Traditional tale, e.g. *Stone Soup* by Alisog Hawes (Rigby Star, ISBN 0433027959).
4:2		
4:3		

BEST COPY AVAILABLE

Book Band	Phonics Five	Text Ten
4	Consonant clusters in initial position: Croaker	**Guided Reading:** using analogy with known words
	Sound Buttons	**Sentence level / high frequency words:** sorting sentences; working out clues; recognising: *I, can, see, his, her, its, etc.*
	Phoneme Frame	**Guided Writing:** simple descriptive sentences (guessing game).
4	Consonant clusters in initial position: Full Circle	**Guided Reading:** managing the text genre and layout and solving new words using print information and attention to meaning and re-reading to check.
	Fans	**Sentence level / high frequency words:** recognising and using linking words: *first, then, next, after.*
	Bingo	**Guided Writing:** sequence of sentences to describe actions (mini-poster).
5	Consonant clusters in final position: Croaker	**Guided Reading:** paying attention to speech; using expression.
	Sound Buttons	**Sentence level / high frequency words:** constructing questions and answers; recognising and writing: *said, where's.*
	Phoneme Frame	**Guided Writing:** pairs of rhyming (lift-the-flap) sentences.
5	Consonant clusters in final position: Full Circle	**Guided Reading:** predicting and checking by reading preceding words; re-reading sentences; talking about characters with reference to text.
	Fans	**Sentence level / high frequency words:** re-telling story; sorting sentences; recognising and using: *once, upon, time, etc.*
	Bingo	**Guided Writing:** re-telling story; sequencing sentences (mini-book).

BEST COPY AVAILABLE

Week 1

ELS TOP-UP SESSIONS: WEEK 1

Session 1:1

Example text: *Terrible Tiger* by Julia Jarman (Rigby Star, ISBN 0433027738)

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn in the last session?* Puppet: We learned ... (find out what the children can remember about things they have learned in previous sessions). **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to listen to consonants in words and use what we know about words to help us when we are reading.*
Phonics Five Hear and identify the phoneme in a specified part of a word.	**Croaker (with Pip)** Tell the children they are going to help the puppet do some careful listening to the phonemes at the beginnings of words. I've got some things in the bag. *Pip's going to say the word for each thing. Listen carefully to see if he says the right phonemes at the beginning of each word.* Take the first picture / object out of the bag. Pip says the word, but makes a mistake. The children listen carefully and then say the correct word. Pip has another try and eventually gets it right. Words (and what Pip says): *cloud (crowd); stone (scone); string (sing); present (pleasant); scarf (staff); smile (stile).* *So what was Pip doing wrong? He wasn't listening carefully to the phonemes at the beginning of the words. Sometimes there is more than one consonant at the beginning of a word.*
Text Ten Recognise and read repeated words. Use analogy with known vocabulary to solve new words.	**Guided Reading** Choose a book from the Book Band from which the children are currently reading. Try to choose a book with a patterned text, where refrains are repeated. The following example is from Band 4, but the teaching strategies can be adapted. Example based on *Terrible Tiger* by Julia Jarman, Book Band 4: **Book introduction:** Look together at the front and back cover and read the title together. Ask the children to think about what might be under the bed. Do they think it is really a terrible tiger? Look at pp. 2-3. Can they find the words: *terrible tiger?* Help them to identify the repeated words. Turn the pages, looking carefully at the pictures on each page. What can the boy see? Help the children to use the vocabulary on each page, e.g. head, tail, jaws, claws, etc., and describe what the boy is doing each time. Look at the word *s-t-r-e-t-ch*. Practise saying it as though the word has been stretched out. Stop at pp. 14-15. What do the children think the boy will do next? Continued on next page.

Session 1:1 (Continued)

Teaching points	Activities/Teaching prompts or script
Re-read to enhance phrasing and clarify meaning.	**Strategy check:** Read the refrain together. Look at the words '*away*' and '*stay*'. Help them to work out these words by thinking about other words they know that are spelled in a similar way, e.g. *day, say*. Emphasise the long *a* sound at the end of the words. Then try reading *away* and *say*. Talk about things the children can do to make sure they understand what they are reading, e.g. re-reading a sentence to be sure that it makes sense. **Independent Reading:** The children read through the whole story independently while you listen and offer support if necessary. Encourage them to check that they understand what they are reading by re-reading from the beginning of the sentence. *You read ... Did that make sense? Try that sentence again.* **Return to the text:** Praise the children for their problem-solving, particularly when tackling new words. Ask the children whether there were any words they could work out because they were spelled like other words they already know, e.g. *out* and *shout*.
Fast Finisher and Take Away Recall and recount events from personal experience.	**Quick activity:** Talk about things that the children are frightened of. *The boy in the story thought there was a terrible tiger under the bed. Do you ever get frightened about things before you go to bed, or when it is dark?* Give time for each child to talk about their own ideas / experiences. **TA:** *What did we learn today?* **Ch:** *We learned to listen to consonants in words and use what we know about words to help us when we are reading.* **Ch:** *What are we taking away?* **TA:** *You are going to take away your Guided Reading book and read it to somebody at home.*
Resources	Bag with pictures / objects: cloud, stone, string, present, scarf, smile. Guided Reading books, e.g. *Terrible Tiger* by Julia Jarman (Rigby Star, ISBN 0433027738).

BEST COPY AVAILABLE

ELS TOP-UP SESSIONS: WEEK 1

Session 1:2

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn in the last session?* **Puppet:** *We learned to listen to consonants in words and use what we know about words to help us when we are reading.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to hear and say the phonemes in words with two consonants at the beginning, and to find and read sentences.*
Phonics Five Hear and say phonemes in CCVC words.	**Sound Buttons** Tell the children they have to do some careful listening. *I'm going to say some words. You are going to segment the phonemes and decide how many you can hear. We'll use counters to help us. Pip's going to show you how.* Say a word: *drop*. Pip segments the word, *d -r-o-p*, and places down a counter for each phoneme. *How many counters? Let's check to see if he is right.* Say and segment the phonemes together. Count them. Give each child six counters. Say these words: *spot, trip, sell, smell, sack, snack, plot, chop.* Help the children count the phonemes, checking after each word. Point out that there are two consonants before the vowel in some of the words. Some of the words have two letters but only one phoneme in them.
Text Ten Write simple sentences based on examples from reading. Identify sentences in text. Read and spell high frequency words: *I, can, see, his/her/its.*	**Sentence / High Frequency Words** Before the session, write a descriptive sentence using high frequency words from the text read yesterday. For example, if you are using *Terrible Tiger*, use the sentence structure from the book to give 'clues' about something under the bed. You could write clues about a snake, e.g. *I can see his slithery tail. I can see his long tongue.* Then have a final sentence hidden under a flap: *There is a snake under my bed.* Say to the children, *Do you remember the book we read yesterday? What was under the boy's bed? I've thought of something else hiding under the bed. Read the sentences and see if you can work out what it is.* Read the sentences together. *How many sentences can you see?* Ask a child to come and show you where the first sentence is. Show the children the final sentence written under the flap. *Did you guess what was under the bed?* Cut up the words from the first two sentences and spread them out on the table. Ask a child to find a particular word, e.g. *Can you find the word 'can'. See if you can point to it before Pip does!* Do this again with the other repeated words in the sentences. *Continued on next page.*

Session 1:2 (Continued)

Teaching points	Activities/Teaching prompts or script
Expect reading to make sense and check if it does not.	Work as a group to re-arrange the words into two sentences, re-reading as you go along to check that the words make sense. Play a game where the children close their eyes whilst you take away one of the words from the sentence. *Open your eyes! Pip has stolen one of the words from the sentence. See if you can guess which word is missing. If you get it right he will give you the word back again.* Re-read the sentence together and work out which word would make sense. Put the word back into the sentence. Repeat a couple of times with different words.
Fast Finisher and Take Away Spell high frequency words.	**Quick activity: Writing Flap Cards** Before the session, write four high frequency words from the Guided Reading book under the flaps, e.g.: *I, can, see, his.* *There are four new words on your Writing Flap Cards today.* Give out the cards and ask the children if they can read each of the words. The children practise spelling the words by looking carefully at each word, remembering it, covering it up, writing it, and then checking to see whether it is correct. **TA:** *What did we learn today?* **Ch:** *We learned to hear and say the phonemes in words with two consonants at the beginning, and to find and read sentences.* **Ch:** *What are we taking away?* **TA:** *You will take away your Writing Flap Cards. Practise spelling these words.*
Resources	Sentences based on yesterday's Guided Reading: write out two 'clue' sentences with the answer covered by a flap, e.g. I can see his slithery tail. I can see his long tongue. There is a snake under my bed.

Session 1:3

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn in the last session?* **Puppet:** *We learned to hear and say the phonemes in words with two consonants at the beginning, and to find and read sentences.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to spell words with two consonants at the beginning, and to write sentences using words we know.*
Phonics Five Identify phonemes and spell CCVC words.	**Phoneme Frame** Give each child a four-box phoneme frame. Pip has one too. *We're going to write some words on our phoneme frames. Pip's going to do the first one. Do you remember what he was getting wrong yesterday? That's right, he needs to think about the consonants at the beginning of each word.* Say *clip*. Pip writes *cip* on his phoneme frame. *Oh no! He's forgotten something. Let's help him segment the phonemes. How many phonemes did you hear? There are four.* Pip writes the letters correctly in the phoneme frame: *c - l - i - p.* *There were two consonants at the beginning of the word 'clip'. Now it's your turn.* Say these words: *drop, from, glad, snip, step, twin.* The children write each one in turn on their phoneme frame. Check they have heard the consonant cluster and written the letters correctly.
Text Ten	**Guided Writing** Remind the children about the sentences you were reading yesterday. *Today you are going to write your own sentences like the ones I wrote yesterday.*
Oral rehearsal before writing.	The following example is based on *Terrible Tiger*, but could be adapted for a different book. *What else could be hiding under your bed?* Give the children time to think of some ideas, e.g. a bear, a monster, a vampire. *What could you say in your 'I can see...' sentences to give people clues?* Help the children to make up two sentences using this structure. Give each child a piece of paper that is folded over at one end (to make a flap). *Now you are going to write your first two sentences. Start with 'I'. What sort of letter do you use when you write 'I'? A capital letter.*
Apply phonological, graphic knowledge and sight vocabulary to spell words accurately.	The children should be able to spell: *can, see and his.* Remind them that they were learning these words in the previous session.

Continued on next page.

BEST COPY AVAILABLE

Session 1:3 (Continued)

Teaching points	Activities/Teaching prompts or script
	Encourage them to have a go at spelling the next words, e.g. *sharp fangs*, by saying each word and identifying the phonemes they can hear at the beginning and end of the word. Encourage the children to read through their sentences, checking that they make sense.
Use capital letters and full stops when writing sentences.	*Now you need to write your final sentence under the flap. You are going to tell people what is under your bed, so the sentence will go like this: 'There is a ... under my bed.'* Encourage the children to attempt all the spellings. They should know: *there, is, a, my, bed.* They may need help to remember there and to try *under*. Remind them to use a capital letter at the beginning and a full stop at the end of each sentence.
Fast Finisher and Take Away	**Quick activity: children reading own writing** *Let's hear your clues and see if we can guess what is under your bed?* **TA:** *What did we learn today?* **Ch:** *We learned to spell words with two consonants at the beginning, and to write sentences using words we know.* **Ch:** *What are we taking away?* **TA:** *You are going to take away the writing you did today. Read it to somebody else and see if they can guess what is under the flap. You could draw a picture under the flap.*
Resources	Four-box phoneme frame for each child. Paper for each child with the end folded in to make a 'flap' (see Week 2, Session 10).

Week 2

BEST COPY AVAILABLE

Session 2:1

Example text: *Fun things to Make and Do* by Rosie Casselden, Heinemann Discovery World, ISBN 0435094610

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn last week?* **Puppet:** *We learned to spell words with two consonants at the beginning, and to write sentences using words we know.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to change the phonemes to spell new words, and to make sure that what we are reading makes sense.*
Phonics Five Manipulate phonemes to make CCVC words and CVC words.	**Full Circle** *Today we are going to play a game you know well - the Full Circle game.* Give out letters *s, n, a, ck, r, t, p* to the children, and one for Pip - this could be the *a*, as it is in all the words (PCMs in Progression in Phonics). Say the first word: *snap*. The children with the correct letters come out and make the word. All segment the phonemes and then blend to read the whole word. Write this word on the board. *You need to look out to see when we get back to this word again. Let's see who will be the first to shout 'Full Circle!'.* Go through the list of words, the children changing as needed to make the words. Segment and blend the phonemes each time. Words: *snap, snack, sack, rack, track, trap, rap, nap, snap.*
Text Ten	**Guided Reading** Choose a book from the Book Band from which the children are currently reading. Try to choose a simple non-fiction book (ideally with instructions and explanations). The following example is from Band 4, but the teaching strategies could be adapted. This example is based on *Fun Things to Make and Do* by Rosie Casselden.
Manage the text genre and layout.	**Book introduction:** Look at the cover, and read the title together. *What do you think this book will be about? What type of book is it?* Check that the children remember some differences between fiction and non-fiction books. Look at the blurb on the back - were they right about what the book would be about?
Find specific information in a non-fiction book.	Turn to the contents page. Remind the children that you don't always need to read the whole of an information book. Choose one heading from the list. Turn to that page. Look at the layout of the page. Ask the children to find and read the heading and the list of things to use. Look at the pictures and caption. *How do you know what order to read them in?* Show the children the numbers for the step-by-step instructions.

Continued on next page.

BEST COPY AVAILABLE

ELS TOP-UP SESSIONS: WEEK 2

Session 2:1 (Continued)

Teaching points	Activities/Teaching prompts or script
	Remind the children about the week when you made a jam sandwich. These instructions are like those ones, they sound like orders. *It doesn't say 'The little boy drew a lovely picture', it says 'Draw a picture'.* Ask each child to find another instruction and read it out. Encourage them to look carefully at the picture to see what the children are doing.
Solve new words using print information and attention to meaning. Re-read to clarify precise meaning.	**Strategy check:** Talk about things you can do if you don't know a word. For example, you can say the phonemes at the beginning and end of the word; alternatively, you can read on and think about a word that would make sense, then check to see whether that word looks right and sounds right by re-reading the sentence. **Independent Reading:** Ask the children to choose a page to read. Give them a task. For example: *I want you to find out how to make one thing from this book so that you can report back to the group.* The children read independently while you listen and offer support if necessary. **Return to the text:** Praise the children for their problem-solving. If you heard a child re-reading a sentence and self-correcting so that the sentence made sense, praise them and talk it through with the whole group. For example: *I liked the way you self-corrected when you read the last instruction. You weren't sure of the first word, so you looked at the picture and read the sentence. You tried 'mix' - that made sense, but it didn't start with 'j', so you tried again.*
Fast Finisher and Take Away Talk through a sequence of events using the appropriate vocabulary.	**Quick activity: response to the Guided Reading text** *Pip thought that book sounded really interesting. Can you tell him how to make any of the things, because he would like to have a try?* Ask the children to tell you about one thing from the book they have read. Encourage them to try to explain the instructions in sequence, using words like first, then and next. **TA:** *What did we learn today?* **Ch:** *We learned to change the phonemes to spell new words, and to make sure that what we are reading makes sense.* **Ch:** *What are we taking away?* **TA:** *You are going to take away your Guided Reading book. You could read it to somebody at home. You could try making one of the things.*
Resources	Cards with letters *s, n, a, ck, r, t, p.* Guided Reading books, selected from the appropriate Book Band.

BEST COPY AVAILABLE

Session 2:2

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn in the last session?* **Puppet:** *We learned to change the phonemes to spell new words, and to make sure that what we are reading makes sense.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to spell words with two consonants at the beginning, and to read and spell some new words.*
Phonics Five Spell CCVC words.	**Fans** Write these letters on a fan for each child: *s, c, b, f, o, t, l, p, a.* *Today we are going to use letter fans to spell words. Listen carefully to the word that I say, segment the phonemes, then find the letters to spell that word.* *Pip and I will show you how to do the first one - check to see whether we are right.* Say the word *slot*. Talk about what you are doing: *s-l-o-t. I can hear four phonemes. The first one is 's', so I need to find the letter 's' on my fan...'*. Find the letters and show the children. Demonstrate how to blend the phonemes to read the whole word. *Now it's your turn.* Read out one word at a time, giving the children time to check their words. Use as many of these words as you have time for: *clap, blot, flat, slap, flop, flab, flap.*
Text Ten Expect reading to make sense and check if it does not. Understand the way that instructions are set out.	**Sentence / High Frequency Words** Before the session, write out some simple instructions for an activity that the children will know, e.g. 'How to play the washing line game'. Leave out the 'linking' words, and write each instruction on a different piece of card: ... you put up the washing line across the room. ... you sort out the numbers. ... you peg up the numbers. ... you use the washing line to help you, put the numbers in the right order. Write a list of equipment: You need: *washing line, pegs, number cards.* Have the words: *First, After that, Next and Then* written on separate cards (PCMs). *Pip liked the book you were reading yesterday so much that he's written his own instructions for something. I'm going to show you the instructions and the list of things you need, but Pip has got them all muddled up. Can you help him to sort them out?* Spread the instruction cards out on the table. Ask the children to read them out. Can they guess what the instructions are for? Show them the title and check whether they were right. *Continued on next page.*

BEST COPY AVAILABLE

Session 2:2 *(Continued)*

Teaching points	Activities/Teaching prompts or script
	Help the children to decide what order the sentences should go in, and stick them up on the board with sticky tack. Decide where the 'You need' list should go.
Recognise and read high frequency words: *first, after, next, then.*	*That's much better, but I think there's something else we can do to stop Pip getting in a muddle again.* Put the cards with the 'linking' words on the table. Ask the children to decide which one could be used at the beginning of each sentence. Stick them up, and then read each sentence to check whether it makes sense with the chosen word at the beginning. Pip could shake or nod his head to tell the children whether he is happy with the word they have chosen.
Fast Finisher and Take Away Spell high frequency words: first, after, next, then.	**Quick activity: Writing Flap Cards** Write four words under the flaps on each card: first, next, after, then. *Here are your Writing Flap Cards with four new words. Let's look at the words together. Can you find 'first' / 'next' / 'after' / 'then'?* The children practise spelling the words by looking carefully at each word, remembering it, covering it up, writing it, and then checking to see whether it is correct. **TA:** *What did we learn today?* **Ch:** *We learned to spell words with two consonants at the beginning and to read and spell some new words.* **Ch:** *What are we taking away?* **TA:** *You are going to take away your Writing Flap Cards and practise the spellings.*
Resources	Letter fans for each child for with these letters written on: *s, c, b, f, o, t, l, p, a.* Set of instructions written out so that each sentence, the title and the 'you need' list are on separate pieces of card. Cards with: *first, next, after that* and *then* (see PCMs). Sticky tack. Writing Flap Cards.

BEST COPY AVAILABLE

Session 2:3

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn in the last session?* **Puppet:** *We learned to spell words with two consonants at the beginning and to read and spell some new words.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to blend phonemes together to read words, and to use words we know in sentences to write instructions.*
Phonics Five Blend phonemes in CCVC words for reading.	**Bingo** Use a new set of Bingo cards: *trap, trip, track, trick, truck; drop, drip, drink, drag, dress; spot, spell, spit, spin, spoon.* Make a set of word cards for calling the words. Give out three Bingo cards, one between two, and pens. Give an extra copy of one card to Pip. Pick a card and call out the word. The children look for the word on their card and tick if they have it. Continue until one pair have ticked all their words and shouted Bingo! Meanwhile Pip is also ticking off words correctly. Look at the winning Bingo card together. Check with the word cards that have been called and make sure that the children are able to blend the phonemes to read the words.
Text Ten	**Guided Writing** The children will write their own set of instructions to make a mini-poster (PCM). These could be the same as Pip's instructions yesterday, or be for something else. You need to choose instructions that can be written as four simple sentences. *Yesterday we looked at Pip's instructions for the washing line game. Today it's your turn. You are going to make a mini-poster with your own instructions.* Give each child a sheet. *Where will the title go? The list of things you need? The instructions?* Remind the children about the use of 'linking' words to help you know what order to do things in. *Who can remember the words we were learning yesterday? Don't forget to use them when you are writing your sentences.*
Oral rehearsal before writing. Use capital letters and full stops. Use the language of instructions.	(To give extra support, you could do each thing and then pause to let each child write the instruction. For example, start by putting the things you need out on the table and the children writing them down; tie the washing line across the room and then give time for the children to write their first instruction, etc.) Help the children to say the title together and to write it in the correct place.

Continued on next page.

BEST COPY AVAILABLE

Session 2:3 *(Continued)*

Teaching points	Activities/Teaching prompts or script
	Each child now writes independently to complete four sentences. Encourage them to keep saying the sentences they want to write and checking that their writing makes sense. As they write, encourage them to spell words they know correctly and to use phonic strategies to attempt new words. *Read through your writing. Do your instructions sound right? Remember that they need to sound like orders.*
Fast Finisher and Take Away	**Quick activity: following instructions for a game** Try following the instructions to see whether they work. *One person is going to read out their instructions and we will try to do the things they say.* Work through the instructions: put up the line, spread out the letters and peg up a word [illegible] peat if you have time. **TA:** *What did we learn tod[illegible]* **Ch:** *We learned to blend phonemes together to read words, and to use words we know in sentences to write instructions.* **Ch:** *What are we taking away?* **TA:** *You can take away your mini-poster with instructions. You could add some pictures to make them easier to understand. Read your writing to someone at home.*
Resources	Set of Bingo cards (one between two) and set of words (use new Bingo cards on PCMs with this pack). Instruction Writing Sheets for each child (PCMs). (If writing instructions for washing line gam[illegible] washing line, pegs, number cards.)

BEST COPY AVAILABLE

Week 3

Session 3:1

Example text: *Where's my Teddy?* by Jez Alborough (Walker Books, ISBN 074453058X)

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn last week?* **Puppet:** *We learned to blend phonemes together to read words, and to use words we know to write instructions.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to listen to consonants at the end of words, and use expression when we are reading.*
Phonics Five Hear and identify the phonemes in a specified part of a word.	**Croaker (with Pip)** *You are going to help Pip do some careful listening to the phonemes at the ends of words. I've got some things in the bag. He's going to say the word for each thing. Listen carefully to see if he says the right phonemes at the end of each word.* Take the first picture / object out of the bag. Pip says the word, but makes a mistake. The children listen carefully and then say the correct word. Pip has another try and eventually gets it right. Words (with Pip's words in brackets): *lamp (lap); tent (test); stamp (stack); wasp (was); magic wand (magic want); crisp (cris).* *So what was he doing wrong? He wasn't listening carefully to the phonemes at the ends of the words. Sometimes there is more than one consonant at the end of a word.*
Text Ten	**Guided Reading** Choose a book from the Book Band from which the children are currently reading. Try to choose a story with predictable or patterned text. This may be a story that the children already know, but have not read independently before. The following example is from Band 5, but the teaching strategies could be adapted. Example based on *Where's my Teddy?* by Jez Alborough (Walker Books, ISBN 074453058X).
Describe story settings and incidents. Recognise patterns of rhyming words and use this to work out unfamiliar words.	**Book introduction:** Look at the book cover, title and blurb together. *Do you know this story already?* Either collect the children's ideas, or give information that will prepare them to read, e.g. *There are two characters in the story - a little boy called Eddy and a gigantic bear. They have both lost something - their teddies. Can you remember the name of Eddy's teddy?* Draw attention to the rhyming words: *teddy, Eddy, Freddy.* Look through the book together, encouraging the children to join in by asking questions about the pictures, e.g. *Where does this story take place? What is the wood like? How big is the bear / the teddy / Freddy?* Look at words such as giant, *gigantic, tiddly,* etc.
Pay attention to speech and use expression.	Draw attention to the parts of the story when someone is talking. Talk about how they would say a particular word or phrase. *Continued on next page.*

BEST COPY AVAILABLE

Session 3:1 (Continued)

Teaching points	Activities/Teaching prompts or script
	Strategy check: Talk about the punctuation used to show that someone is talking. Look for examples in the text, and practise using expression for speech. Talk about strategies for working out unfamiliar words. Emphasise the use of rhyming pairs in this book, and talk about how the rhyme can give you a 'clue' about a word. Remind the children to check that what they are reading makes sense. **Independent Reading:** Ask the children to read the whole story to themselves. They should read independently while you listen and offer support if necessary. **Return to the text:** Ask the children whether they found any pairs of words that rhymed. Ask them to show you where these are in the text. Talk about and praise any problem-solving strategies that you observed. Praise any examples that you noted where children noticed the speech marks and changed their voices in some way.
Fast Finisher and Take Away Remember and re-tell the main events from a story in sequence. Interpret the plot of the story.	**Quick activity: response to the text** Talk about what happened in the story. Was Eddy scared? Was the bear scared? Have you ever lost anything? How did you feel? Take it in turns to re-tell part of the story, each child telling a small part and then passing on to the next child. **TA:** *What did we learn today?* **Ch:** *We learned to listen to consonants at the end of words, and use expression when we are reading.* **Ch:** *What are we taking away?* **TA:** *You are going to take away your Guided Reading book and read it to somebody at home.*
Resources	Objects / pictures: *lamp, tent, stamp, wasp, wand, crisp.* Bag for pictures / objects. Set of Guided Reading books at appropriate level, e.g. *Where's My Teddy?* by Jez Alborough (Walker Books, ISBN 0744530581).

BEST COPY AVAILABLE

ELS TOP-UP SESSIONS: WEEK 3

Session 3:2

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn in the last session?* **Puppet:** *We learned to listen to consonants at the end of words, and use expression when we are reading.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to hear the phonemes in words and to read and spell words in questions and answers.*
Phonics Five Hear and say phonemes in CVC and CVCC words.	**Sound Buttons** *Today you have got to do some careful listening. I'm going to say some words. You are going to segment the phonemes and decide how many you can hear. We'll use counters to help us. Pip's going to show you how.* Say a word: wing. Pip segments *w-i-n-g*, and places down a counter for each phoneme. *How many counters? Let's check to see if he is right.* Say and segment the phonemes together. Count them. Give each child six counters. Say these words: *sink, sick, bump, went, tick, crisp, wig.* Help the children count the phonemes, checking after each word. Point out that there are two consonants after the vowel in some of the words (*sink, bump, went, crisp*).
Text Ten Expect words in a sentence to make sense. Read simple questions.	**Sentence / High Frequency Words** This example is based on *Where's My Teddy?*, but could be adapted to other texts. Before the session, write out two questions with answers based on the Guided Reading book, using rhyming words and including the speech marks. For example: *'Where is my teddy?' said Eddy. 'It is over there,' said the Bear.* Cut these into individual words. *I have written out one question and one answer that someone from the book yesterday might ask. I wanted to read them to you, but guess what Pip has done! He has muddled all the words up.* Spread the words out on the table. *Can you see the name of anyone from the story yesterday?* Identify the word '*Eddy*'. *Eddy is asking a question because he has lost something. What do you think it could be?* Collect ideas from the children and direct them to the question *Where is my teddy?*. Ask: *Can you find the words to make that question?* As the words are found, the children can help you to put them into the right order. *Let's read that question together. Who is asking that question? It's Eddy. We need to find the words 'said' and 'Eddy'.* Re-read all the words together. *Continued on next page.*

BEST COPY AVAILABLE

Session 3:2 (Continued)

Teaching points	Activities/Teaching prompts or script
Recognise rhyming words; continue a string of rhyming words.	*Now we can use the rest of these words to make the answer.* Help the children to read the remaining words and sort them into the correct order. *Now we will read it all the way through. Can you do one voice when Eddy is speaking, and a different voice for the Bear?* *Can you find any words that rhyme in that question and answer?* Ask the children to think of words to carry on a rhyming string, e.g. *Eddy, teddy, Freddy, ready, steady... / Bear, there, chair, hair, stare, pear ... .* If there is time, ask the children to think of words that rhyme with their own names. (This will help to prepare them for the writing tomorrow.)
Fast Finisher and Take Away Spell high frequency words.	**Quick activity: Writing Flap Cards** Before the session, select 4 high frequency words from the guided reading book and write the selected words under the flaps, e.g. *where, is, said, my.* *There are four new words on your Writing Flap Cards today.* Give out the cards and ask the children if they can read each of the words. Practice learning the word *where* together. *This is a tricky word to learn. Look carefully - can you find another word you know already? You could remember this word by thinking of 'w' plus ' here'.* Remind the children of the mnemonic they learned to help them to remember the word *said.* **TA:** *What did we learn today?* **Ch:** *We learned to hear the phonemes in words, and to read and spell words in questions and answers.* **Ch:** *What are we taking away?* **TA:** *You will take away your Writing Flap Cards. Practice spelling these words.*
Resources	**Counters - about six for each child.** Sentences (a question and answer) from the text being used (e.g. Where's my teddy? written onto card and cut into individual words). Writing Flap Cards with four new words from the Guided Reading book already written under the flaps, e.g.: *where, is, my, said.*

BEST COPY AVAILABLE

ELS TOP-UP SESSIONS: WEEK 3

Session 3:3

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn in the last session?* **Puppet:** *We learned to hear the phonemes in words, and to read and spell words in questions and answers.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to spell words with two consonants at the end, and to use words we know when we are writing questions and answers.*
Phonics Five Identify phonemes and spell CVCC words.	**Phoneme Frame** Give each child a four-box phoneme frame. Pip has one too. *We're going to write some words on our phoneme frames. Pip's going to do the first one. Do you remember what he was getting wrong earlier in the week? That's right, he needs to think about the consonants at the end of each word.* Say *left*. Pip writes *l-e-t* on his phoneme frame. *Oh no! He's written 'let' instead of 'left'. He's forgotten something. Let's help him segment the phonemes: 'l-e-f-t'. How many phonemes did you hear? There are four.* Pip writes the letters correctly in the phoneme frame. *There were two consonants at the end of the word 'left'. Now it's your turn.* Say these words: *act, fact, sing, pump, thump, cold.* The children write each one in turn on their phoneme frame. Check they have heard the consonant cluster and written the letters correctly.
Text Ten Oral rehearsal before writing. Spell high frequency words correctly, e.g.: *where, is, my, said.*	**Guided Writing: questions and answers** *Do you remember the question and answer that we had to sort out yesterday? Today you are going to write your own question and answer. We are going to think of rhyming words to use with our names.* (If this is too difficult, or does not work with particular names, you could use Pip instead. For example: *'Where is my clip?' said Pip. 'It is under the chair,' said the Bear.* Alternatively, you could use simple animal names, e.g. *'Where is my hat?' said the cat. 'In the box,' said the fox.*) Encourage each child to have a go at thinking of their question and answer and saying it out loud before they actually write. Give out sheets (PCMs) for writing the question and answer. Support the children as they are writing in the following ways. • Remind them to re-read what they have written, saying the whole sentence again and checking that what they have written makes sense. • Prompt them to use the words they know how to spell, e.g. *Can you remember what we were learning yesterday about how to spell 'where'? What was our special rhyme to help us remember 'said'?* *Continued on next page.*

BEST COPY AVAILABLE

Session 3.3 (cont'd)

Teaching points	Activities/Teaching prompts or script
Use a question mark at the end of a simple question.	• Prompt them to use their phonic knowledge to attempt to spell words, e.g. *Say the word. What phonemes can you hear at the beginning / in the middle / at the end?* • Support them in using a question mark, and encourage them to have a go at using other punctuation. (The children have not been taught how to use speech marks, but they will probably experiment with them when they are doing this writing.)
Fast Finisher and Take Away Re-read what they have written, using appropriate expression.	**Quick activity: add a writing flap** *Pip would like to hear the questions and answers that you have written.* Give each child the chance to read out their question and answer. Encourage them to try using a different voice when they are reading out the speech. Ask the other children to listen out for the rhymes each time. *Which rhyming words did you hear?* If there is time, the children could stick a flap of paper or card over the answer to their question and draw a picture on it. **TA:** *What did we learn today?* **Ch:** *We learned to spell words with two consonants at the end, and to use words we know when we are writing questions and answers.* **Ch:** *What are we taking away?* **TA:** *You can take away your question and answer. You could show it to someone at home and read what you have written. You could even have a go at making up more rhyming questions and answers.*
Resources	Four-box phoneme frame for each child. Sheet to write question and answer on (PCM) - copied for each child. Squares of paper or thin card to use as writing flaps. Glue.

BEST COPY AVAILABLE

Week 4

Example text: *Stone Soup* by Alison Hawes (Rigby Star, ISBN 0433027959)

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn last week?* **Puppet:** *We learned to spell words with two consonants at the end, and to use words we know when we are writing questions and answers.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to make words with two consonants at the end, and to read different kinds of books.*
Phonics Five Manipulate phonemes to make CVCC words.	**Full Circle** *Today we are going to play a game you know well - the Full Circle game.* Give out letters *l, i, s, t, f, o, e* to children, and one for Pip (PCMs in *Progression in Phonics*). Say the first word: *soft*. Children with the correct letters come out and make the word. All segment the phonemes and then blend to read the whole word. Write this word on the board. *You need to look out to see when we get back to this word again. Let's see who will be the first to shout 'Full Circle!'.* Go through the list of words, the children changing as needed to make the words. Segment and blend the phonemes each time. Words: *soft, loft, lost, list, lift, left, loft, soft.*
Text Ten Predict and check by reading the preceeding words and re-reading the sentence.	**Guided Reading** Choose a book from the Book Band from which the children are currently reading. Try to choose a re-telling of a traditional story. The following example is from Band 5, but the teaching strategies could be adapted. Example based on *Stone Soup* by Alison Hawes (Rigby Star, ISBN 0433027959). **Book introduction:** Look at the cover and title together. Remind the children of other traditional tales that they have read before. Look carefully at the illustration. *Have you ever helped to make soup? What sort of things do you put into soup? Have you ever heard of 'stone soup'?* Read the blurb with the children. *Do you think the people will like stone soup? Would you like it?* *How do traditional tales usually start?* Look at the first page to see whether it has a traditional opening. Talk through the book, encouraging the children to look carefully at the pictures, and asking them questions that will prepare them to read on their own. For example: *What has the man got on his cart? What does he think will make the soup taste better?* Draw attention to the repeated phrase *After a while...*, and read it together, talking about the way that it shows time going by. Ask the children to think about a particular question while they are reading, to talk about at the end. *What was the trick that the man played on the people?* *Continued on next page.*

BEST COPY AVAILABLE

ELS TOP-UP SESSIONS: WEEK 4

Teaching points	Activities/Teaching prompts or script
Pay attention to punctuation for speech and use this to add expression.	**Strategy check:** Remind the children about the use of speech marks to show when somebody is speaking. Look for an example in the text, e.g. What does the man say when he tries the soup? How do you think he would say that? *Try to make your reading sound like talking.* Remind the children about using different sources of information to predict words and then check them. For example, on p. 7 predict the word *onions* using the context of the whole sentence and the initial letter. Turn to p. 8 and look at the picture. *Is the man putting onions into the soup? Was your guess right?* **Independent Reading:** Ask the children to read the whole story to themselves. They should read independently while you listen and offer support if necessary. **Return to the text:** Praise examples of the children making predictions and cross-checking these: e.g. using the initial and final letters to make a guess, reading the whole sentence to check whether the words would make sense, and using the pictures to help check the sense. Praise examples of the children self-correcting, e.g. *I liked the way you went back and read that line again with more expression because you realised that it was speech.*
Fast Finisher and Take Away Talk about characters with reference to the text.	**Quick activity: response to the Guided Reading text** *Pip enjoyed listening to you reading that story, but he wasn't concentrating very well. Can you remind him what happened? Can you explain what the trick was?* Talk through the order of events, reinforcing the connecting words and phrases by using them in your questions, e.g. *What did he do first? And after a while he...?* *What do you think the man in the story was like?* Encourage the children to explain what they think, and help them to find the part in the story that gave them their idea, e.g. *I think he was clever, because he thought up a way to trick the people into giving him money.* **TA:** *What did we learn today?* **Ch:** *We learned to make words with two consonants at the end, and to read a book on our own.* **Ch:** *What are we taking away?* **TA:** *You are going to take away your Guided Reading book. You could read it to somebody at home.*
Resources	Letter cards: *l, l, s, t, f, o, e.* Guided Reading books at appropriate level, e.g. Band 5: *Stone Soup* by Alison Hawes (Rigby Star, ISBN 0433027959).

BEST COPY AVAILABLE

[redacted]

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn in the last session?* **Puppet:** *We learned to make words with two consonants at the end, and to read a book on our own.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to spell words with two consonants at the end, and spell missing words in sentences.*
Phonics Five Spell CCVC words.	**Fans** Write these letters on a fan for each child: *s, o, l, d, a, n, h, b.* *Today we are going to use letter fans to spell words. Listen carefully to the word that I say, segment the phonemes, then find the letters to spell that word.* *Pip and I will show you how to do the first one. Check to see whether we are right.* *Say the word 'land'.* Talk about what you are doing: *l-a-n-d. I can hear four phonemes. The first one is 'l', so I need to find the letter 'l' on my fan.* Find the letters and show the children. Demonstrate how to blend the phonemes to read the whole word. *Now it's your turn.* Read out one word at a time, giving the children time to check their words. Use as many of these words as you have time for: old, sold, bold, hold, and, sand, band, hand.
Text Ten Expect reading to make sense and check if it does not. Read and spell high frequency words.	**Sentence / high frequency words** Before the session, write a simple summary of the story from the Guided Reading book used in the previous session. (The following example is based on *Stone Soup*, but could be adapted to other traditional tales.) Use simple connectives, e.g.: *first, next, then.* Miss some high frequency words. For example: *Once ____ a _____ there was a man who ____ he could make stone soup. First he ___ a stone in a pot with some water. He asked for ____ onions. Then __ asked for some carrots. Next he asked ____ some potatoes. Everybody liked ____ soup. The ___ had lots of money.* (Missing words: *upon, time, said, put, some, he, for, the, man.*) *Pip and I have been writing a story like the one we read in the last session, but we had trouble with some of the words. Can you help us to read it, and fill in the missing words?* Read through the whole text together, encouraging the children to think of words that would make sense in each of the gaps. Show the children that it is easier to make a sensible guess if you go on and read the whole sentence. Give a mini-whiteboard and pen to each child. *I am going to read through the story again and this time I want you to have a go at writing the word that you think should go in each gap.* *Continued on next page.*

BEST COPY AVAILABLE

ELS TOP-UP SESSIONS: WEEK 4

Teaching points	Activities/Teaching prompts or script
	Give time for the children to write, encouraging them to use what they already know about spelling high frequency words, e.g. the mnemonic you have taught them for *said*. Check the whiteboards each time, and then write the word in the gap.
Identify sentences in text.	*Now we've filled in all the gaps, let's read the whole story together to make sure that it makes sense.* Read it through. *How many sentences can you see in this story?* Invite the children to come up and draw a circle around a sentence in the text. Make sure that they know the difference between a sentence and a line.
Fast Finisher and Take Away Read and spell high frequency words.	**Quick activity: Writing Flap Cards** Write four words under the flaps on each card: once, upon, time, there. *Here are your Writing Flap Cards with some new words. You have learned some of them before, so see if you can read each word.* The children practise spelling the words by looking carefully at each word, remembering it, covering it up, writing it, and then checking to see whether it is correct. **TA:** *What did we learn today?* **Ch:** *We learned to spell words with two consonants at the end, and spell missing words in sentences.* **Ch:** *What are we taking away?* **TA:** *You are going to take away your Writing Flap Cards and practise the spellings.*
Resources	Letter fans for each child with the letters: *s, o, l, d, a, n, h, b.* Text (based on Guided Reading story) written out with high frequency words missing from each sentence. Mini-whiteboards and pens for each child. Writing Flap Cards with the words: *once, upon, time, there.*

BEST COPY AVAILABLE

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn in the last session?* **Puppet:** *We learned to spell words with two consonants at the end, and spell missing words in sentences.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to blend phonemes to read words, and to write our own stories in sentences.*
Phonics Five Blend phonemes in CCVC words and CVCC words for reading.	**Bingo** Use Bingo cards from new PCMs. Make a set of word cards to use when you are calling out the words. Give out three Bingo cards, one between two, and pens. Give an extra copy of one card to Pip. Pick a card and call out the word. The children look for the word on their card and tick if they have it. Continue until one pair have ticked all their words and shouted Bingo! Meanwhile Pip is also ticking off words correctly. Look at the winning Bingo card together. Check with the word cards that have been called and make sure that the children are able to blend the phonemes to read the words.
Text Ten Use some elements of known stories to structure own writing. Spell high frequency words correctly, e.g.: *once, upon, time, there (first, then, next, after).* Use phonological and graphic knowledge to write words.	**Guided Writing** Before the session, prepare a simple mini-book for each child to write their story in. *Do you remember the story we have been reading and thinking about in the last two sessions? Today you are going to write your own version of that story.* Involve the children in re-telling the story together, asking questions to prompt them, and looking through the book again if necessary. For example: *How does the story start? What did the man do first? What did he do next? How did the story end?* *Now I want you to think about how you will write the story.* Encourage each child to talk about how they will start their story and to say the whole sentence out loud. *You remember how to start a traditional story, and you have been learning to spell the words you need. Now that you have written the opening sentence, you need to decide what the first thing was that happened in the story. Which word will you use to begin this sentence? Yes, the word is 'first'.* Have word cards available to help them link their story sentences in sequence (*first, then, next, after*). Support the children, as they continue writing their stories, in the following ways. • Remind them to re-read what they have written, saying the whole sentence again and checking that what they have written makes sense. • Prompt them to use the words they know how to spell, e.g. *Can you remember what we were learning yesterday about how to spell 'there'?* *Continued on next page.*

BEST COPY AVAILABLE

ELS TOP-UP SESSIONS: WEEK 4

Teaching points	Activities/Teaching prompts or script
Write in complete sentences.	• Prompt them to use their phonic knowledge to attempt to spell words, e.g. *Say the word. What phonemes can you hear at the beginning / in the middle / at the end?* • Prompt them to use capital letters and full stops to punctuate each sentence they write.
Fast Finisher and Take Away Review of learning.	**Quick activity: review of learning** *This is our last session together in this group. Pip would like to know all about the things that you have learned.* Go round the group, encouraging each child to tell the puppet about something they have learned, or got better at, while they have been in the group. Be prepared to prompt children who are unsure, so that every child has an idea of something that they have learned. **Ch:** *What are we taking away?* **TA:** *You can take away the little story book you have been writing. You can add some illustrations and read your story to somebody at home.*
Resources	Three Bingo cards (PCMs); set of cards with the Bingo words. One simple mini-book for each child to write in (e.g. folded A4 with a sugar paper cover, or a six-page book made from one sheet of A3).

BEST COPY AVAILABLE

First
Next
After that
Then

- ☐ drop
- ☐ drip
- ☐ drink
- ☐ drag
- ☐ dress

- ☐ spot
- ☐ spell
- ☐ spit
- ☐ spin
- ☐ spoon

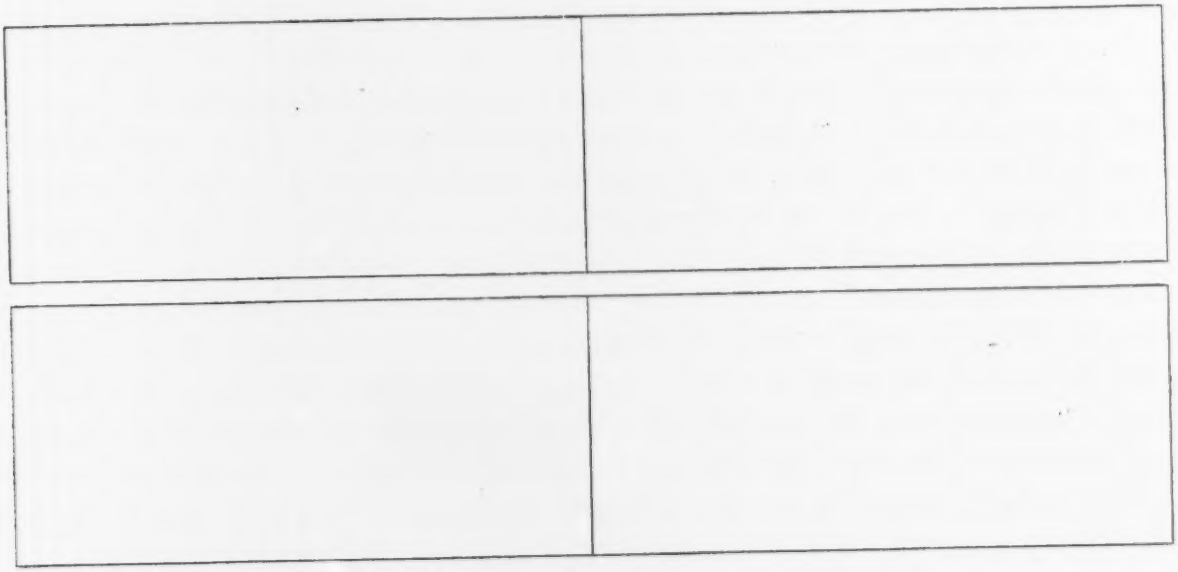
ELS Top Up Session 2:2 Bingo cards

- ☐ trap
- ☐ trip
- ☐ track
- ☐ trick
- ☐ truck

ELS Top Up session 2:3 Instruction Writing Sheet

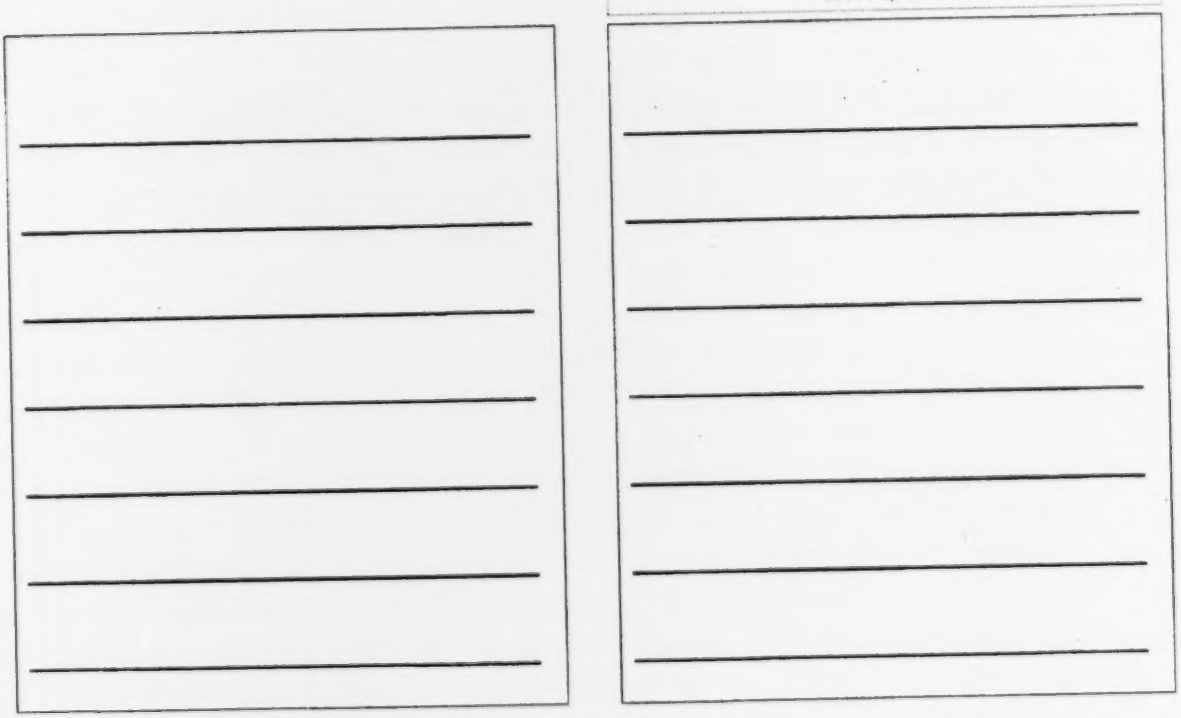
How to

You need:



ELS Top Up session 3:3 Question and Answer Sheet

stick flap here



- ☐ soft
- ☐ thump
- ☐ damp
- ☐ thank
- ☐ think

- ☐ cramp
- ☐ bank
- ☐ blink
- ☐ loft
- ☐ left

ELS Top Up session 4:3 Bingo Cards

- ☐ lift
- ☐ crunch
- ☐ jump
- ☐ sink
- ☐ shrink

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

☐ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☒ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").